

Millard High School 200 West Eagle Avenue Fillmore, Utah 84631

February 5, 2008





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Millard High School

200 West Eagle Avenue Fillmore, UT 84631

February 5, 2008

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 5, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Millard High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Dennis Alldredge is also commended.

The staff and administration are congratulated for their desire for excellence at Millard High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Millard High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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MILLARD HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

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Counseling George Richardson			
Support Staff			
Bill Emmett		Head Custodian Custodian Custodian Custodian Custodian Custodian Custodian Food Services Food Services	
Faculty			
Pete Anderson Diana Day Denise Dewsnup Keith Gillins Judy Greenhalgh Robert Greider Nathan Groesbeck Ryan Hansen	Ben Hunter C. Douglas Jolley Tracy Keel Brian Cody Moat Kristine Myers Stoney Myers Dawn Olson Sherry Paxton	George Richardson Marshall Sheriff McKay Shields LaRee Stephenson Kit (Earleen) Stevens Blake Turner	

VISITING TEAM REPORT

MILLARD HIGH SCHOOL

MISSION STATEMENT

The mission of Millard High School is to help all students prepare for life's challenges by providing opportunities, accommodations, and individualized learning experiences.

BELIEF STATEMENTS

- All students can learn.
- Teachers, administrators, students, parents, and the community share the responsibility for advancing the school's mission.
- Student learning should be the primary focus of all decisions impacting the work of the school.
- The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- 1. Students will demonstrate commitment and interest in their learning, use a variety of time management skills, learn and apply research skills, reflect and evaluate their own learning and develop creative solutions to a variety of problems.
- 2. Students will communicate and work with others in a respectful and cooperative manner.
- 3. Students will demonstrate responsible citizenship by being involved in school life and following rules, policies and procedures.

Date of visit: February 5, 2008

MEMBERS OF THE VISITING TEAM

Gwen Callahan, Emery High School, Emery School District, Chair Tim Lowe, Dixie High School, Washington School District Chuck Brandt, Canyon View High School, Iron School District

VISITING TEAM REPORT

MILLARD HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Millard High School is located in central Utah and serves approximately 310 students in grades nine through 12. It is one of three high schools in the Millard School District. Students come to Millard High from the communities of Kanosh, Hatton, Meadow, Flowell, Fillmore, Holden, and Scipio, which are largely agricultural communities. State and federal government workers make up the balance of employment within Millard County.

Of the 310 students enrolled at Millard High School, 42 percent qualify for free or reduced-price lunch. Ethic minorities make up 18 percent of the student population. Seventeen percent of the students qualify for special education, services while another 17 percent meet the criteria as limited-English-proficient speakers. Four percent are listed as migrants who have no permanent address or may be living with relatives.

Over the last 15 years, the enrollment of Millard High has declined from a high of 400 students to the current total of 310. The decline in student enrollment, along with tightening budgets, has forced a reduction in the faculty of Millard High, thus reducing the course offerings and slightly increasing class size. In 1998, Millard High implemented a block schedule to allow greater flexibility in scheduling; this has proven to be positive change, giving students a wider selection of courses and decreasing the time lost from school extracurricular activities.

Millard High School is a school with strong traditions, and enjoys excellent community support for school programs.

- a) What significant findings were revealed by the school's analysis of its profile?
 - It is obvious that Millard High School's faculty and administration have looked at the data and, at this time, have a very much improved plan for improvement. They are aware of their strengths and weaknesses and have taken steps to address them.
- b) What modifications to the school profile should the school consider for the future?
 - Refining the goals and making them more measurable would be a positive and much more productive use of the information contained in their school profile.
- c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The self-study is a very accurate representation of the school's current strengths and weaknesses. The school has taken a hard but honest look at its programs and data. This has led its stakeholders to greater knowledge about who is learning and who is not.

Suggested Areas for Further Inquiry:

- It is suggested that Millard High School take advantage of the data generated in the classroom, in addition to that of state tests.
- It is also suggested that the school goals be refined and made more measurable.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

- a) To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?
 - Although there has been a very serious effort to involve all stakeholders, the DRSLs and their measurability need to be revisited. The Visiting Team spent time in training the faculty how to do this, and suggested ways it can be done. The faculty and administration understood exactly where and how to take the next steps in improvement.
- b) To what extent do the school's mission and beliefs align to support the school's DRSLs?
 - There is some alignment between the mission and beliefs and the DRSLs, but the school goals are too broad and need refinement. Instruments for measurement also need to be created. More specific goals will more closely align with the mission.
- c) Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.
 - The Visiting Team felt that this was the place for Millard to start to make its goals more meaningful and bring them into greater alignment with the school's mission.

The Visiting Team feels the school knows exactly where to go from here to do this.

d) To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?

The administration, faculty and Community Council are looking at the school's overall goals, and are effectively using them as a guide. When the goals are more refined and measurable, they will be a more substantial guide.

Curriculum:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?

The administration and faculty are seriously looking at the Core Curriculum and the Utah Life Skills documents. These are being used to specifically address what is taught in classes and what the overall school goals should be. Each teacher is aware of the effectiveness of using these documents in his/her classes and making progress toward the school's social skills goals.

b) To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?

There is effort being made to more effectively engage students in higher-order thinking skills. It was observed that this faculty is aware of the school's growing Hispanic population, and the fact that this group needs to be engaged on a higher level. The goal to have all teachers ESL certified is an outcome of this awareness.

c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?

Millard High School is a small school. Many teachers are the only ones in their departments. They are working across the curriculum to develop programs that address the goals of the school and the subject areas.

d) How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?

Data from all sources available to them is being used. The teachers and administration are aware that this can be a powerful tool for school improvement. The district is working on developing and giving access to more data for this use.

Instruction:

- a) To what extent do teachers use a variety of instructional strategies to enhance student learning?
 - Teachers throughout the school use a variety of instructional strategies to enhance student learning. These include lecture, hands-on applications, labs, small- and large-group activities, presentations, and technology.
- b) To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?
 - Each department has collaborated and identified various aspects of its teaching that reflects strategies for instruction that help teach the DRSL in each classroom. Specifically, all departments have identified ways to teach lifelong learning goals, and many have identified communication and problem-solving goals.
- c) To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?
 - The administration and faculty at Millard High School have used their professional development program to identify instructional needs. They have become familiar with Dufour's Professional Learning Communities, and are using practices that reflect this philosophy.
- d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?
 - Many educators in this school are their own one-teacher departments. As a result, they have been required to become experts in their field. They have taken time to reflect on their department's core curriculum, and have developed strategies to help their students become more successful.
- e) To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?
 - This school has a basic plan for technology implementation, as well as some video projectors and some smart boards. As these are installed and used, the departments with access plan to create curriculum, instruction, and assessment tools to better utilize technology in the school.

Assessment:

- a) To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?
 - The school uses the standard state and national tests as guidelines, providing practice for these tests and informing students and parents of the test dates. According to the self-study, the development of assessments and the types used are fully functioning and at an operational level of implementation.
- b) To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?
 - The teachers "test on what they teach," and they teach according to the State Core. Their grading practices are fair and designed to assess what the students are being taught in class.
- c) To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?
 - The professional staff reviews the state and national test data to see trends in student's success or lack thereof.
- d) To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?
 - The school provides some opportunities for the teachers to collaborate in developing a range of student assessment strategies. Most departments concentrate on assessments in their own areas.
- e) To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?
 - There is some evidence that the school has reached an agreement on the use of a school-wide assessment for the DRSLs. The school's DRSLs are broad and often hard to be specific about. The school is working on identifying more measurable DRSLs.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

- a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?
 - Millard High School does a basic job of promoting quality instruction by implementing PLC strategies. The school further fosters an academic learning climate by using a homeroom to monitor student progress. According to the school's self-assessment, most of the staff feels valued and, though not consistently focused on instructional goals, are working to become more focused in this area.
- b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?
 - Millard's leadership provides its faculty members with various test results to help them teach more effectively. Most of the faculty's decisions are aligned with the school's beliefs, mission, and goals. Millard's staff uses a decision-making process that is collaborative and provides opportunities for the meaningful involvement of the school's stakeholders.
- c) To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?
 - The administrators at Millard High School have taken some effort to ensure the school is safe. They update their textbooks regularly, and have provided some teachers with overhead projectors and smart boards.
- d) To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?
 - The school's leadership team has involved the entire staff and all stakeholders in the decision-making process. They encourage commitment, participation, and collaboration by sharing responsibility for the students' learning at Millard High.
- e) To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?

Millard High School has provided a period of time each week for students and an advisor to meet to review student progress. The school also provides remediation and counseling for students who are not progressing as needed. The school has fully implemented this program.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding Student Support Services, Guidance Services, Health Services, Library Information Services, Special Education Services, and Family and Community Services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?
 - The school has a Community Council that is actively involved in the planning and implementation process of the school improvement plan. The district supports the faculty in training and workshops that have increased the teachers' ability to use varied teaching practices. The school is looking to the future and preparing for changes occurring in their community that will directly affect the student population at the school.
- b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?
 - All teachers are currently involved in the SIOP training, and the school has a goal of having each faculty member ESL certified by 2009.

- c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?
 - In the new action plan, the school has addressed all the areas recommended by the previous Visiting Team. The school has also looked beyond the recommendations to see what areas in the school that need improvement, and is actively addressing the issues of test scores, the ACT, and changing student demographics.
- *d)* To what extent does the school create conditions that support productive change and continuous improvement?
 - The faculty and staff are improving their teaching methods and strategies using the SIOP methods. They also are using the advisory periods to help students with their grades.
- e) What significant progress has been made in implementing the original action plan since the last full visit?
 - The school has made tremendous improvement since its first full-team visit. It now understands the importance of the DRSLs and the evaluation process that must take place. The school now has an effective action plan in place, and is making progress toward the goals established.
- f) What significant progress has the school made in addressing the **major** recommendations of the previous Visiting Team and/or review team?
 - The major recommendations of the original Visiting Team have all been addressed. The faculty and staff have had more training on the improvement process and are moving forward toward their goals.

CHAPTER 5: COMMUNITY BUILDING

- a) To what extent does the school foster community building and working relationships within the school?
 - This school has an awesome Community Council. The gym and the school's auditorium are the center points of the community. The students all know each other and seem to get along well. Parents feel that the administration and faculty want them in the school, and that learning should carry over into the home.
- b) To what extent does the school extend the school community through collaborative networks that support student learning?

The staff is collaborating with many other schools to get new ideas and resources to help with student learning. The district brings in training from around the state for its staff, and sends members to other locations to receive training.

c) To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?

The advisors have used the advisory periods to explain the self-study and then get the students' input on the study. They have used the Community Council to help guide the focus groups and write the action plan. Each member of the faculty has been involved in the self-study and writing of the document.

d) How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?

The principal is a guiding force in this area. He uses his Community Council to help make decisions, and involves parents as stakeholders in the school. He would like to involve the student council more in identifying the needs of the school and implementing strategies to address these needs. The staff has been holding biweekly meetings to work on the self-study and identify areas that need to be addressed.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the attention given to the recommendations of the previous Visiting Team. It is obvious that Millard High School has considered the recommendations of the previous accreditation team, and has made accommodations based on its requests. The school has moved beyond the recommendations, and has institutionalized many of its own previous goals. In addition to this, the school has created a number of future goals and is moving toward them.
- The Visiting Team commends the strong community support. The support of the community is impressive. The Community Council is active, overseeing and contributing to all aspects of the school program. The staff and administration, along with the community, are unified in utilizing all available resources to fulfill the goals and mission of the school.

- The Visiting Team commends and applauds Millard High School's efforts to improve test scores in the core content areas, and to have every faculty member receive an ESL endorsement.
- The Visiting Team commends the culture of the school. It is obvious that students feel safe and comfortable in this school environment.

Recommendations:

- The Visiting Team recommends further development of the DRSLs needed to make them measurable and bring them into alignment with the goals of Millard High School.
- Many successful programs are in place now and planned for the future. The Visiting Team recommends that the school carefully consider whether these should replace the original DRSLs and action plans. These programs seem to actually be more in line with the community goals and desires.
- The Executive Student Council is very impressive. Its members desire to be more involved in the leadership and governing process, and could be a valuable asset. The Visiting Team recommends the Millard High find ways to use them more effectively.
- The Visiting Team recommends that the school revisit the community, faculty, and student surveys to make sure all groups are still in agreement on major issues. This will help guide the improvement process.